

## ATTACHMENT C3: SOIL SAFETY PROGRAM COMMUNICATION TOOLS

*April 7, 2006*

<b><i>Communication Tool</i></b>	<b><i>Audience</i></b>	<b><i>Purpose(s)</i></b>	<b><i>Lead</i></b>	<b><i>Use &amp; Distribution Notes</i></b> (many materials will be posted on Ecology website)	<b><i>Timeframe</i></b> ( <b><i>Program Design Steps</i></b> )
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*Note: In this document, “schools” refers to both School Districts and private schools. The term “schools districts” is used as needed. “Individual schools” are referred to as such. “Childcares” refers to licensed childcare centers and home childcares, pre-schools and Head Starts.*

<b>Template for FAQ, Fact Sheets, etc.</b>  *Translated Spanish and Russian. Asian languages as needed for individual home childcares.	<b>Audiences listed below for specific documents</b>	<b>Create image that fits with existing materials</b>	<b>Ecology (Cedar)</b>	<b>Use as base for printed materials</b>	<b><i>All steps</i></b>
<b>Timeline(s) of Soil Safety Program</b>  *Translated Spanish and Russian. Asian languages as needed for individual home childcares.	<b>Schools and childcares, stakeholders</b>	<b>Graphically communicate program implementation</b>	<b>Ecology (Cedar)</b>	<b>Use in presentations, reports, and a very simplified version in Soil Safety Program FAQ</b>	<b><i>All steps</i></b>
<b>Generalized service area map with school districts, county lines, and cities</b>  *Translated Spanish and Russian. Asian languages as needed for individual home childcares.	<b>Schools and childcares, stakeholders</b>	<b>Inform schools and childcares why they need to participate</b>  <b>Illustrate where Soil Safety Program occurs</b>	<b>Ecology (Mark) with input from HDs</b>	<b>Distribute as part of Soil Safety Program information, with FAQ, on website, etc.</b>  <b>Distribute as part of press or management updates, etc.</b>	<b><i>All steps</i></b>

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Map with sampling results	Schools and childcares	Inform school districts of existing sampling results in their district; inform private schools and childcares of results in surrounding area	Ecology (Mark)	Provide during initial presentation, and as appropriate.  Use in PowerPoint presentations and as printout.	<i>Step 5: Property Access</i>
Newsletter articles and information on websites of childcare and school organizations, STARs trainings, etc.  *Translations as needed.	Schools and childcares – with emphasis on childcares	Set stage for program launch; encourage participation in program along the way	Ecology (Cedar and Mark)  PHSKC (New person) - STARs Trainings, health specific articles	Ecology writes and submits articles. Works with individual organizations. Ecology and HDs notify each other before posting articles, presentations, etc. If Child Care Resource and Referral Network has grant – make sure coordinated effort.  PHSKC for KC STARs trainings.	<i>All steps – with emphasis on April/May/June 2006</i>
Public Participation Grant with Child Care Resource and Referral Network	Childcares – with emphasis on home childcares	Set stage for program launch; support along the way	Ecology (Cedar and Marian)	Use current funds available (\$10,000)  Long-term grant for 2007-09	<i>Prep Mode (March-April)</i>

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Ad Hoc Advisory Group of Stakeholders	Schools and Childcares, Stakeholders	Provide advice on program design and implementation	Ecology (Cedar and Mark)	Ask for input at key times. Make sure there is a decision to be made before convening.	<i>Prep Mode (Late March)</i> <i>March 2006 – review design and communication materials</i> <i>July 2006 – update them and get feedback on how things are going</i> <i>Nov 2006 – update them and get feedback prior to legislature</i>  <i>Other key times to be defined later.</i>
Press Releases	Schools, childcares, stakeholders, general public	Provide support as needed for program, etc.	Ecology PIOs (SWRO and NWRO) and health department PIOs depending on issue	Postpone to summer so media does not get out front of childcare outreach.	<i>Late summer before school convenes</i>
Web updates  *Translated Spanish and Russian. Asian languages as appropriate.	Schools, childcares, stakeholders, general public  Provide downloadable information	Provide support as needed for program, etc.	Ecology (Cedar/Mark ) and/or TSP health departments depending on issue		<i>Program launch, then aligned with program progress</i>

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<p>Health affects fact sheet from DOH</p> <p><small>*Translated Spanish and Russian. Asian languages as needed for individual home childcares.</small></p>	Schools and childcares	Provide specific piece of information about health affects along with FAQ, etc.	Ecology (Cedar, DOH creates)	Use when meeting with School Districts and childcares, both initial meetings and when sharing sampling results	<p><i>Step 4: Outreach/Messages</i></p> <p><i>Step 5: Property Access</i></p> <p><i>Step 9: Property Owner/Operator Notification</i></p> <p><i>Step 10: BMP Program</i></p>
<p>Photos of healthy actions</p> <p>School and childcare photo albums</p>	Schools and childcares	Provide visual about what healthy actions look like on the ground	Ecology (Mark)	Use when meeting with schools and childcares, both initial meetings and when sharing sampling results	<p><i>Step 4: Outreach/Messages</i></p> <p><i>Step 5: Property Access (school districts)</i></p> <p><i>Step 9: Property Owner/Operator Notification</i></p> <p><i>Step 10: BMP Program</i></p> <p><i>Step 12: Reports to Legislature</i></p>

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<p>Frequently Asked Questions with simplified timeline – Soil Safety Program Overview</p> <p>Write one for schools and childcares – one for mailing and one for non-mailing <i>Note: Make available in WORD on website so others can cut and paste.</i></p> <p><small>*Translated Spanish and Russian. Asian languages as needed for individual home childcares.</small></p>	<p>Schools and childcares</p> <p>Others as needed (See Use &amp; Distribution Notes)</p>	<p>Provide overview of Soil Safety Program - clear messages and answer anticipated questions</p> <p>Provide written text we can use for other materials</p> <p>Provide written text that schools, childcares and stakeholders can use for communicating to others</p>	<p>Ecology (Cedar)</p>	<p>Hand-deliver at initial presentations to schools and childcares.</p> <p>Hand-delivered by Ecology and Health Department staff to elected officials, management, etc.</p> <p>Hand-delivered by public health nurses at select STARS trainings, and at other trainings as appropriate</p> <p>Provided at childcare orientations and trainings by DSHS/DCCEL (new dept.)</p> <p>Provided to childcares through Childcare Resource and Referral Network and other stakeholders</p>	<p><i>Step 4: Outreach/Messages</i></p> <p><i>Step 5: Property Access (school districts)</i></p> <p><i>Step 9: Property Owner/Operator Notification</i></p>

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Checklist of Actions for Schools - Steps to take now, Steps to plan for, and cost examples	Schools	List services Ecology and HDs will provide and fund, and what schools will need to do.	Ecology (Mark )	Provide a copy during initial school and childcare center presentations.  Once completed by Ecology, attach to Ecology's Property Access and Service Agreement	<i>Step 4: Outreach/Messages</i> <i>Step 5: Property Access (school districts)</i> <i>Step 9: Property Owner/Operator Notification</i>
Cover Letter requesting Property Access	Childcares Note: Schools are given information in person.	Explain need for and encourage access	HDs with approval from Ecology (Ecology writes model)	This letter is mailed with Property Access Form (below)	<i>Step 5: Property Access</i>
Property Access Form – Childcares and Schools  *Translations as needed for home childcares.	Childcares	Acquire legal authorization for sampling	PHSKC and TPCHD with approval from Ecology (Ecology writes model letter)	Mailed with cover letter to private schools and childcares when requesting access  Hand-delivered when access is requested of public schools	<i>Step 5: Property Access</i>
Fact Sheet - Funding and Technical Assistance  *Translated Spanish and Russian. Asian languages as needed for individual home childcares.	Schools and childcares	Describe funding and technical assistance that is available	Ecology (Mark and Marian)	Provide during initial school and childcare center presentations  Provide directly to home childcares with results, if over criteria	<i>Step 5: Property Access</i>  <i>Step 9: Property Owner/Operator Notification</i>

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Decorated Van (existing)	Individual schools and childcares	Marketing Dirt Alert and Soil Safety Program	TPCHD	Drive it during sampling and presentations	<i>Step 7: Soil Sampling</i>
General brochures, nailbrushes, door mats, healthy action posters, door hangers, videos, etc. (existing)  *Translations already exist	Individual schools and childcares	Encourage Healthy Actions	PHSKC and TPCHD	Provided by HDs in cooperation with Ecology regarding timing and recipients	<i>PHSKC – Step 7: Soil Sampling and Step 9: Property Owner/Operator Notification Step 10: BMP Program</i>  <i>TPCHD – Step 9: Property Owner/Operator Notification and beyond Step 10: BMP Program</i>

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Notification of DSHS licensors about childcares being contacted, and test results	King County and Pierce County DSHS licensors	Enable licensors to support program during site visits and other communications with childcares	Ecology (Mark)	Ecology provides information to licensors on a frequent (at least monthly) basis regarding who is being contacted, test results, and follow-up actions	<i>Step 5: Property Access</i> <i>Step 9: Property Owner/Operator Notification</i> <i>Step 10: BMP Program</i>
Classroom curriculum and presentations (existing and being developed)	Individual schools and childcares	Encourage Healthy Actions	PHSKC and TPCHD	Provided by HDs in cooperation with Ecology regarding timing and recipients	<i>PHSKC –</i> <i>Step 7: Soil Sampling and</i> <i>Step 9: Property Owner/Operator Notification</i> <i>Step 10: BMP Program</i>  <i>TPCHD –</i> <i>Step 9: Property Owner/Operator Notification and beyond</i> <i>Step 10: BMP Program</i>



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Laboratory results of sampling	Schools and childcares	Use to decide which schools and childcares need healthy actions.  Inform management, legislature	Health Departments and Ecology (Mark)	HDs evaluate results. Ecology makes determination.  Ecology does press releases, reports to legislature, makes available as appropriate.  This information is part of public record – so anyone will be able to access.	<i>Step 8: Evaluation of Results</i>
Results Letters  ○ Below criteria ○ Above criteria  *Translated as needed for home childcares.	Schools and childcares	Clearly share sampling results and next steps to take	Ecology creates model letters (Mark)	Mailed to school districts, private schools and childcares with low levels (no actions required), with certificate and window decal. PHSKC and TPCHD mail or hand-deliver.  Hand-delivered to school districts, private schools and childcares that need to take actions. Ecology and Health Depts. hand-deliver to those with results above criteria.	<i>Step 9: Property Owner/Operator Notification</i>
Tip Sheet for Talking with Parents and Media	Private schools and childcares	Provide support on sharing results, answering tough questions	Ecology (Cedar and Sandy)	Delivered with results to those with results above criteria	<i>Step 9: Property Owner/Operator Notification</i>

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Certificate and Window Decal  *Translated as needed for home childcares.	Individual schools and childcares	Reward their completion of sampling	Ecology (Cedar creates, Mark and HDs deliver)	See above. Only for those below criteria (at this step in process)	<i>Step 9: Property Owner/Operator Notification</i>
Sampling Guidance brochure – Large scale child use area  *Translated Spanish and Russian.	Schools and childcare centers that want to do additional sampling	Encourage voluntary sampling	Ecology (Dawn Hooper)	Make available to schools and childcare centers with their sampling results	<i>Step 9: Property Owner/Operator Notification</i>
Display ad  *Translated into languages as needed for certain publications.	School and childcare “customers”	Provide kudos to schools and childcares that have been sampled and want such recognition.	Ecology (Cedar)	Published in major newspapers and parent-oriented publications	<i>Step 9: Property Owner/Operator Notification</i>
Property Access and Service Agreement  *No translations for schools and corporate childcares.  *Translations as needed for home childcares.	Schools and childcares that agree to implement Healthy Actions	Legal commitment to take action.  States services and resources Ecology and HDs will provide.	Ecology (Mark)	Provide draft in person with results  Provide final after negotiations completed	<i>Step 9: Property Owner/Operator Notification</i>  <i>Step 10: BMP Program</i>

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<p>Checklist of Actions for Childcares – Steps to take now, Steps to plan for, and cost examples</p> <p><small>*Translations as needed for home childcares.</small></p>	Childcares	<p>Provide list of actions Ecology and HDs will provide, and what the childcare must do.</p> <p>Provide cost examples relevant to large and small childcares.</p>	Ecology (Mark)	<p>Provide to sampled childcares with results</p> <p>Once completed, attach to Ecology's property access and service agreement</p>	<i>Step 9: Property Owner/Operator Notification</i>
<p>Sample parent notification letter</p> <p><small>*Translations as needed for home childcares.</small></p>	Schools and childcares who haven't completed healthy actions within 6 months of results	Provide sample letter to make expectations clear and encourage notification regardless of results	Ecology (Mark)	<p>Provide to schools and childcares with sampling results if over criteria. Also encourage positive letter announcing their participation and taking actions as they do them.</p> <p>Resend/remind at 5 months if Healthy Actions are not implemented</p>	<i>Step 9: Property Owner/Operator Notification</i>  <i>Step 10: BMP Program</i>
<p>Certificate and Window Decal</p> <p><small>*Translations as needed for home childcares.</small></p>	Individual schools and childcares who complete Healthy Actions	Acknowledge schools and childcares	Ecology (Cedar creates, Mark delivers)	<p>Same as those noted above, except extra language on certificate about actions required.</p> <p>Mailed or hand-delivered once healthy actions are in place.</p>	<i>Step 10: BMP Program</i>

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Evaluation and assessment	Program staff and partners, Ad Hoc Advisory Group, agency management, legislature	Feedback for adapting program	Ecology (Mark with data provided by HDs in some cases)	<p>HD sampling teams and outreach staff provides input to database for tracking (e.g. have childcares already heard about program, access rates, etc.)</p> <p>Ecology oversees student project and/or The Network survey of childcares that evaluates services by November 2006.</p>	<p><i>Ongoing</i></p> <p><i>Ad Hoc Advisory Group meetings (see above)</i></p> <p><i>Step 12: Reports to Legislature</i> <i>December 2006</i> <i>December 2008</i></p>
Updates and summary reports	Legislature; agency management, Childcare orgs	Provide results	Ecology (Marian and Mark)	Deliver when directed by Ecology management or legislation deadlines	<i>Step 12: Reports to Legislature</i> <i>December 2006</i> <i>December 2008</i>